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ABSTRACT

The project described in this article was intended to assess needed competencies in community education administration by fulfilling two primary objectives. First, role descriptions were to be identified in terms of task areas, competencies, and competency indicators for each of four administrative roles: superintendent, district coordinator, principal, and community education director. Second, perceptions were collected on how competencies might be acquired and what performance levels are needed. In a series of three workshops, superintendents, coordinators, principals, and directors helped to develop real and ideal profiles for each administrative role. The Quadrant Assessment Model provided the basic research design. Outcomes of this project emerged in two primary forms--product outcomes and process outcomes. The resulting prioritizing of competencies indicated preservice and inservice education needs for administrators. The authors believe that the measurement tools developed in this study have potential application in performance assessment, role definition, program planning and assessment, research and development, and certification assessment. (Author)

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COMPETENCIES IN THE ADMINISTRATION OF COMMUNITY EDUCATION PROGRAMS: A PROJECT TO ASSESS NEEDED COMPETENCIES

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(In 1973, the Department of Educational Administration and Supervision at Arizona State University held a conference/workshop to address purposes, content and training strategies in a competency-based framework. Their publication "Competency-based Preparation of Educational Administrators" stimulated the group of interns at the Southwest Regional Center for Community Education at Arizona State to undertake a pilot project which in turn resulted in a proposal to USOE. That project, "Assessment of Needed Competencies in Community Education" is reported here. Ed.)

The project to assess needed competencies in community education set two primary objectives: 1) identification of role descriptions in terms of task

areas, competencies and competency indicators of each of four roles--superintendent, district coordinator, principal and school director; 2) perceptions of how competencies might be acquired and levels of performance needed. Data generated relative to the primary objectives permitted the examination of the following questions:

1. In what ways do statements of competencies serve as role descriptions valid for role clarification, planning, and certification purposes?

2. Can a cost-effective method, with appropriate instruments, be constructed and tested to identify and validate statements descriptive of competencies critical to each role?

3. Are such descriptions valid for on-the-job assessment of performance in each role?

   3a. Can descriptions permit examination of conflicting expectations among groups who judge performance of an individual performing in one of the roles. Can the process lead to role conflict resolution?

   3b. Can a methodology for generating role descriptions be made flexible enough to account fo "situation specific" requirements appropriate to one locale rather than another or require emphasis at one time rather than another.

4. Does the methodology developed serve as a cost effective, valid need assessment for the in-service development of administrators?

The approach undertaken was also to provide an acceptable R & D strategy such that: 1) improvement in the administration of community education programs would result; 2) direct, practical aid would be provided districts in terms of role definition, role clarification, and assessment; 3) strategies could be recommended to community education centers and to universities for continued research and development activities, as well as provide information for pre-service program planning; and 4) provide state agencies means to explore avenues for licensing of professional personnel based upon demonstrated competence.

Methodology and Conduct of the Project

The identification of competencies for the four roles was carried out through a series of three workshops with intervening work group and staff sessions. The first workshop involved seventeen districts each bringing a team that included a person served in each role--superintendent, coordinator, principal, building director. Sessions were arranged so that work groups met by role and by team. Task areas were agreed upon for each role; competency statements were generated; and competency indicators suggested. The statements of competencies were examined in terms of scope of each role, comprehensiveness, and "fit" across roles.

Project staff edited and condensed statements and the refined lists were made available to all districts for reactions. A second workshop involved seven district teams to serve as panels to revise, add, and finalize a trial list of competency statements to serve as items in a set of instruments. These panels made judgments about inclusiveness, interpretation and adequacy for measuring perception--thus, a first check of content and context validity was possible.

Four instruments were prepared by the staff (these are available from the Southwest Regional Center for Community Education Development, Arizona State University, Tempe, 85281); one instrument for each role. Each instrument contained three parts: 1) a listing of the competencies with a five point Likert-type scale--each item to be rated for importance in terms of the ideal for that role; 2) a listing of the competencies with a rating of level of competence attainment--(F) familiarity, (Un) understanding, or (A) application; 3) a listing of competencies with a rating of judgment about how that competency should be attained--pre-service, in-service, incidently on-the-job, self attained, no attention needed. In this way each individual in the sample responded to three lists of statements descriptive of the competencies needed, in general, for the position he/she occupied.

The Ideal ratings of Importance were treated to provide an ideal profile for each role. A group mean and standard deviation for each item provided measures of priority and agreement among raters--in this way all items for a given role could be ranked. Rathings of "level of attainment needed" and of "how competency could best be obtained" were tallied and treated descriptively to be used by those planning pre-service and in-service programs.

A third workshop was held to examine the product of the first two workshops, report data gathered, present and discuss the design for use of profiles, and complete and critique a self-assessment. The latter activity, a self-assessment, consisted of an instrument made up of the items contained in the Ideal Form but transformed into an Actual rating so that individuals rated their own performance. This set of instruments is referred to as the Real Form.

The Quadrant Assessment Model (QAM), reported in the Notebook Vol. 2, No. 3 (May 1973), provided the basic research design. Only the Ideal quadrants were investigated in this project. The Real quadrants will be employed in the follow-on project. The total design was presented in the third workshop and was employed to explain the rationale for the trial self-assessment exercise.

The methodology, which included the workshop procedure, permitted: 1) identification and assessment of competencies needed in four administrative roles in community education, 2) information about real and measurable skills in terms of levels of competence needed and how these might best be attained, 3) administrators to engage in the examination of their roles in terms of groups occupying a given role and across roles as administrative teams, and 4) tried out a method for performance evaluation.

Results and Findings

In this section the findings of the project are reported in two sections. These are the Competency Statements: Ideal Form Profile and Competency Statements: Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance.

Competency Statements: Ideal Form Profile

The administration of the instruments produced the first version of the Ideal Form Profile. These results are reported below by role.

In Table 1, the ranking, mean, and standard deviation of responses for each item in the superintendent role in Community Education is presented along

with an abbreviated notation of the content of each competency statement. The reader will need to obtain a set of statements of competencies for the complete competency statement. Item 1 and Item 3 (1. Ability to develop board policies regarding Community Education relationship to total educational program; 3. Ability to develop receptivity in school district personnel for Community Education.) were tied for Rank 1 with a mean of 4.8 and a standard deviation of 1.05. Of the sixteen competencies identified as important to superintendents, Item 10 was ranked in 16th place with a mean of 3.0 and a standard deviation of .7.

In Table 2, the ranking, mean, and standard deviation of responses for each item in the district coordinator role in Community Education is presented along with an abbreviated notation of the content of the competency statement. Again, the reader will need to obtain a set of statements of competencies for the complete competency statement. The district coordinator role was identified as comprising thirty-three principal competencies. Item 11 received a rank of 1 with a mean of 5.0 and a standard deviation of .00, showing complete agreement among coordinators (Item 11: Ability to develop regulations which define board policy dealing with Community Education). Item 12 received a Rank of 33 (Item 12: Ability to prepare and present reports to the district board concerning fiscal status, intents, etc.).

In Table 3, the ranking, mean, and standard deviation of responses for each item in the building principal role in Community Education are presented along with an abbreviated notation of the content of the competency statements. The building principal role was identified as comprising twenty-five principal competencies. Item 10 received a Rank of 1 with a mean of 4.6 and a standard deviation of .13 (Item 10: Ability to clarify roles and responsibilities). Item 18 received a Rank of 25 with a mean of 3.4 and standard deviation of .18 (Item 18: Ability to supervise and manage financial affairs relating to district and agency funds).

In Table 4, the ranking, mean, and standard deviation of responses for each item in the building director role in Community Education are presented along with an abbreviated notion of the content of the statements. The building director role was identified as comprising twenty-four principal competencies. Item 1 received a Rank of 1 with a mean of 5.0 and standard deviation of .00 indicating complete agreement among the raters (Item 1: Ability to provide motivation for staff, students, and community members for participation in the Community Education program). Item 19 received a Rank of 24 with a mean of 3.9 and a standard deviation of .21 (Item 19: Ability to maintain an accurate financial record system).

The Ideal Profiles for each role were presented in the third workshop after participants completed a Real Form of the same instrument. In the Real Form participants rated themselves as a self assessment of their own performance in their respective roles. Groups were formed on the basis of the four roles in order to examine and react to the Ideal Profile Form and then begin to examine Real self-ratings versus the Ideal Profile.

Table 1: Superintendent's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1-2	1	4.8	.05	develop board policies
	3	4.8	.05	develop receptivity to community education
3	12	4.8	.20	establish public information program
4	9	4.6	.14	interface with community agencies
5	14	4.6	.22	provide plan: research, development, evaluation
6	15	4.5	.50	provide personnel for research and evaluation
7	13	4.4	.12	provide financial support
8	5	4.2	.10	plan for conflict resolution
9	8	4.2	.16	involve community in content determination
10	6	4.0	.50	initiate need assessment
11-14	4	4.0	1.00	effect communications with patrons
	7	4.0	1.00	expedite organization: personnel and facilities
	16	4.0	1.00	provide funds for research and evaluation
	11	4.0	1.00	establish means "sell" program
15	2	3.6	1.23	encourage diversity in program
16	10	3.0	.70	plan in-service programs

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	11	5.0	.00	development regulations which define policy
2-3	13	4.9	.06	budget information, funding, costs
	1	4.9	.06	identifying district goals, objectives
4-6	3	4.7	.11	advise unit coordinator regarding goals
	5	4.7	.11	identify resources
	6	4.7	.11	develop district-wide programs
7-8	25	4.7	.12	provide training and orientation
	27	4.7	.12	clarify roles and relationships
9	33	4.7	.16	evaluation for district reports; recommend
10	2	4.7	.17	develop strategies for goal accomplishment
11	23	4.6	.13	recruit, recommend directors
12-13	26	4.6	.14	specifications of job descriptions
	28	4.6	.14	evaluation effectiveness of directors
14-15	9	4.6	.16	knowledge of board policies
	19	4.6	.16	employ human relations skills
16	10	4.6	.20	advise board on needed policy
17	22	4.4	.14	utilization, coordination approach to programs
18	16	4.4	.19	organ. & coordinating dist. community council
19	24	4.4	.22	select support staff
20	7	4.3	.18	initiate structure
21	14	4.3	.26	administer budget
22	15	4.0	.00	assess effectiveness of expenditures
23-24	8	4.0	.12	utilizing management systems, leadership styles
	21	4.0	.12	consult unit coor.; sugg. altern. methods
25-28	17	4.0	.16	communicate all parts of community
	18	4.0	.16	promote comm. education through media
	20	4.0	.16	recognize conflict and engage in resolution
	31	4.0	.16	devel. criteria where eval. judgments made
29	4	4.0	.16	assist surveys and need assessment
30	30	3.9	.17	utilizing formal and informal evaluation
31	32	3.9	.21	assist directors in instrumentation of eval.
32	29	3.7	.22	recognize needs and problems of directors
33	12	3.6	.24	prepare and present reports

Table 3: Building Principal's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	10	4.6	.13	clarify roles and responsibilities
2	11	4.6	.14	generate supportive attitude of staff, comm.
3-4	2	4.6	.19	employ procedures for establishing goals
	24	4.6	.19	evaluation program in relation to educational program goals
5	1	4.6	.21	implement policy and goals consistent with district
6	3	4.5	.19	serve as liaison: school, board, district, community
7	4	4.4	.16	supervise assessment of program needs
8	12	4.4	.20	work through conflict situations
9	8	4.3	.17	supervise planning and scheduling facilities and equipment
10	5	4.3	.23	supervise planning of curriculum & instruction
11	13	4.3	.29	recruit, select competent director
12	25	4.2	.32	utilize evaluation to modify program
13	7	4.1	.18	apply problem analysis procedures
14	21	4.1	.19	assist in developing and maintaining productive council
15	23	4.0	.21	interpret research data
16	15	4.0	.28	evaluate competence of director
17	22	3.9	.13	employ research techniques
18	20	3.9	.22	plan and establish public relations program
19	9	3.8	.16	assess climate of faculty and community
20	6	3.8	.19	supervise program implementation
21	17	3.8	.27	organize program with staff/to financial resources
22	14	3.8	.31	supervise director
23	16	3.7	.18	plan in relation to laws of financing community education
24	19	3.6	.19	identifying and utilizing community resources
25	18	3.4	.18	manage finances/to district and agency funds

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (Abbreviated)
1	1	5.0	.00	motivate, for participation in program
2-3	10	4.9	.06	recruit, encourage community participation
	14	4.9	.06	implement program
4	24	4.9	.09	promote cooperation with day staff
5	7	4.7	.10	establsih and maintain relations with district
6-7	2	4.7	.12	adapt to changing needs
	6	4.7	.12	educate community about Community Education
8	9	4.7	.19	survey, interpret, meet needs
9-10	8	4.6	.16	utilize community agencies
	11	4.6	.16	identify, use human and physical resources
11	23	4.5	.25	supervise Community Education staff
12	4	4.4	.14	delegate responsibility, live with results
13-14	15	4.4	.15	evaluate program effectiveness
	16	4.4	.15	provide in-service
15-16	13	4.4	.19	organ. goals and objective of program
	3	4.3	.19	effective 2-way communication to challenge
17	22	4.3	.23	assess, evaluate performance
18	17	4.1	.10	plan, present workable budget
19	12	4.1	.13	coordinate, schedule use of facilities
20	21	4.1	.28	recruit interview, select personnel
21	5	4.0	.15	facilitator of decision making, planning, etc.
22	20	3.9	.13	specify job requirements
23	18	3.9	.15	find sources of funding
24	19	3.9	.21	maintain accurate financial record system

These reactions were collected and formed the basis for a revision of the Ideal Profile Form. Participants gave helpful suggestions regarding directions, wording of specific items, use of "indicators" for each competency statement, and the like. There was general agreement that the statements represented valid descriptions of competencies and that respondents understood the statements and could provide meaningful ratings of performance in terms of them. The exercise of self assessment indicated that the instruments and the process have been sufficiently developed that field testing and use of them is now indicated. Instruments for each role, in Ideal and Real Forms, with task areas, competency statements, and indicators are now available for use.

Competency Statements: Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance

In addition to ratings of competency statements in terms of importance to adequate performance which were employed to obtain the Ideal profiles for each role, two additional ratings were obtained for each competency. One rating was the preferred type of training for acquiring the competency and the second rating was the level of competency judged to be necessary for adequate performance.

Regarding preferred type of training, it was assumed that past experience of the rater might influence heavily the ratings of items. That is, an individual who had acquired a competency in in-service education might, without giving serious consideration, judge in-service education as the appropriate and preferred way to acquire that competency. In the work groups writing statements during the first workshop and in the panels during the second workshop, this question was explored at some length and several individuals were interviewed about how they would respond and then were asked where they had acquired the competency. Sufficient discrepancies occurred and discussion indicated that practitioners were objective and rational about such judgments and were not unduly biased in this regard. Respondents made choices based upon rational grounds and were articulate about the reasons for their choices.

Two purposes guided the decision to collect and report data about preferences for acquiring training and levels of proficiency judged to be needed for adequate performance. First, it was assumed that such data could be useful to those who plan and conduct training. Second, it was assumed that level of proficiency for the competencies would vary with roles, e.g., implementing programs might be needed at a familiarity level in one role (superintendent), at an understanding level in other roles (district coordinator and principal) and at an application level in another (building director). Discussions with state agency personnel and professors indicated that the first assumption was warranted. Superficial examination of roles in team discussions indicated that the second assumption was also warranted. This indicates that, as the methodology which underlies competency theory becomes accepted and is employed in program planning, design of training, role analysis and performance assessment, regular collection and analysis of these types of data on a wide scale will be highly useful.

Seven districts responded to this portion of the instrument in what could be considered as comprising a district team (6 superintendents, 7 district coordinators, 8 principals, and 7 directors). These ratings are accepted as a

trial of the methodology only in order to make judgments about the use of such data. The numbers in the columns of Tables 5 through 8 represent actual number of responses.

Only the number of the item representing a statement is provided in the tables. Judgments of preference about how a given competency might best be acquired were made in terms of categories: (1) pre-service education, (2) in-service education, (3) incidentally, on-the-job, (4) self acquired, (5) no special training needed, and/or some combination of these. Levels of proficiency in a competency were defined as follows:

A --- Application. Can apply or actually carry out the procedures and judgments implied by the statement; could directly demonstrate to and supervise others in performing procedures and making judgments.

U --- Understanding. Can explain, analyze methods and procedures used, exercise judgment about adequacy of procedures and judgments implied by the statement. Could teach others about it.

F --- Familiarity. Knows about the procedures and methods implied by the statement; could discuss it intelligently and follow explanations or analyses without having to be taught about it.

In examining the rationale and data presented in Tables 5 through 8 the reader needs to bear in mind that these data do not constitute the only data that would be collected to make program decisions. However, these types of data have not generally been collected in the past. Instead, only opinions about practitioner preferences and needs in terms of levels of competency have been used to make program decisions. The method employed in this project appears to be a valid, cost-effective means of obtaining these kinds of data.

OUTCOMES OF THE PROJECT

Outcomes of the project are provided in two primary forms--Product and Process.

Product Outcomes:

Major task areas were identified by project participants and subsequence competencies for each area were proposed and developed in each of the four role categories. Competency statements developed in the first workshop were revised, edited and improved in comprehensiveness and clarity in the second workshop. A panel method was employed for this purpose.

Competency statements were developed for each of the four role categories: Superintendents of Community Education, Principals of Community Education, Coordinators of Community Education and Building Directors of Community Education. In total, 20 major task areas and 98 competency statements were identified by the project participants. From this work, the Ideal Form of the Competency Rating Instrument was prepared and administered. The results provided the Ideal Profile against which self assessments (Real Form) results of each participant were compared.

The QAM was then employed to categorize statements in terms of High Ideal - High Real, High Ideal - Low Real, Low Ideal - High Real, and Low Ideal Low Real.

Table 5: Superintendents' Ratings of Training

To Acquire Competency and Level of Proficiency Needed

T R A I N I N G

Item	Priority Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed A	U	F
1	1-2	3		3					3	1	1
2	15	2	1	0	1	2			2	3	
3	1-2	2	1	2	1				2	3	
4	11-14	3	1	2					3	2	
5	8	1		2		1			2	3	
6	10	3	1	1					2	2	1
7	11-14	1	1	1		1			4	1	
8	9	3		0		1			2	3	
9	4	3	1	1	1				4	1	
10	16	3	1	0		1			2	3	
11	11-14	2	1	2	1				2	3	
12	3	2	1	1		1			3	2	
13	7	3	1	1					3	2	
14	5	2	1	2	1				1	4	
15	6	3		0		2	1		3	2	
16	11-14	3		2		1			4	1	

* indicates combination of pre-service and in-service.
** indicates combination of in-service and incidental-on-the-job.

Training Columns: Pre-Service, In-Service, Incidentally on-the-job, Self-acquired, No Special Skills Required.

Level of Competency: A - Application (able to apply), U - Understanding (able to teach others), F - Familiarity (know about).

Table 6: District community Education Coordinators' Ratings of Training To Acquire Competency and Level of Proficiency Needed

Item	Priority Ranking	TRAINING Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed A	U	F
1	2-3	3		2		1	1		5	1	
2	10	2	1	3					5	1	
3	4-6	1		5	1				2	3	
4	29	2		3		1			1	4	
5	4-6	2		3	1				4	2	
6	4-6	1		2		3			5	1	
7	20	2	1	2		1			3	2	
8	23-24	4	1	1					5	1	
9	14-15	1		4	1	1			5	1	
10	16	3		1		2			4	2	
11	1	1		3		2			5	1	
12	33	3	1	2					4	2	
13	2-3	1	2	2		1			4	2	
14	21	2		2		2			4	2	
15	22	2		3		1			4	2	
16	18	3		2		1			5	1	
17	25-28	3		2	1				3	3	
18	25-28	2	1	2		1			3	3	
19	14-15	3	1	2		1			6	0	
20	25-28	3		1		1			5	1	
21	23-24	1		1	1	2	1		2	4	
22	17	1	1	3		1			4	2	
23	11	1		2		3			5	1	
24	19	0	1	2		3			5	1	
25	7-8	2	1	1		2			5	1	
26	12-13	3		1		2			4	2	
27	7-8	2		1		2			5	1	
28	12-13	2		3		1			4	2	
29	32	3		1	1	1			5	1	
30	30	3	1	2					4	2	
31	31	2		3	1				5	1	
32	29	1		3		2			3	3	
33	9		1	2		3			4	1	

Table 7: Principals' Ratings of Training to Acquire Competency and Level of Proficiency Needed

Item	Priority Ranking	TRAINING Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed A	U	F
1	5	2	1	3		2			5	3	
2	3-4	2	1	2		2			5	3	
3	6	2	1	1		4			3	5	
4	7	0		3	1	3	1		3	4	1
5	10	5	1	1		1			2	6	
6	20	0		2		5			1	7	
7	13	4	1	1		2			3	5	
8	9	0		2	1	5			3	5	
9	19	0		1	1	4	2		3	3	
10	1	1	1	2		4			3	4	
11	2	1	1	1		4	1		4	3	
12	8	3	1	0		2	2		3	4	
13	11	1	1	1		4	1		4	3	
14	22	3	1	1		1	2		4	2	
15	16	4	1	1		1			6	1	
16	23	4	1	1		2				7	
17	21	1	1	2		3	1			6	1
18	25	2	1	1		2	2			7	
19	24	0		2	1	3	1	1		5	2
20	18	2	1	2		3			2	5	
21	14	0		4	1	2	1		3	4	
22	17	4		1		2			2	3	2
23	15	5		0		0	2		2	4	1
24	3-4	1	1	3		2	1		3	5	
25	12	2	1	2		2	1		5	3	

Table 8: Community Education Directors' Ratings of Training to Acquire Competency and Level of Proficiency Needed

Item	Priority Ranking	TRAINING Pre-Serv.	*	In-serv.	**	Incid.	Self	No spec.	Level Needed A	U	F
1	1	4	2	1							
2	6-7	2		1		2	2		6	2	
3	15-16	2		2		1	2		5	2	
4	12	2	1	2		1	1		3	4	
5	21	4		2		1			4	3	
6	6-7	3		3		1			4	3	
7	5	2		3		1			6	1	
8	9-10	2		4		1			5	2	
9	8	3		3		1			5	2	
10	2-3	5		2					5	2	
11	9-10	4	1	2					5	2	
12	19	1		3		3			5	2	
13	15-16	3		3				1	4	3	
14	2-3	1		4		2			6	1	
15	13-14	2		3		1		1	5	2	
16	13-14	2		2		2		1	4	3	
17	18	3		2			1	1	3	4	
18	23	2		3		1	1		4	3	
19	24	2		2		1	2		2	5	
20	22	1		4		1	1		2	4	1
21	20	1		3		1	2		6	1	
22	17	1		4		1	1		4	3	
23	11	1		4		1	1		5	2	
24	4	2		3		2			5	2	

The resulting prioritizing of competencies provided data for pre-service and in-service training needs as described in the Findings and the Applications sections of this report.

Process Outcomes

The involvement of more than 100 Community Education administrators, professors and state agency personnel in the project provided for three types of process outcomes. These outcomes were determined from self-reports and project assessments by participants.

The first process outcome was the involvement of project participants in defining, in specific and measurable terms, the four administrative roles primarily associated with the delivery of Community Education. Verbalizing a description of each competency, developing the description in a written statement, and reaching agreement about a competency's meaning and the behavioral indicators that could be employed to make judgments about it provided significant insights into the nature of the roles and the administrative knowledge and skills needed by practitioners. Participants experienced a high degree of gratification as they gained clarification of their Real and comparative Ideal role descriptions.

A second process outcome was realized when each group prioritized competency statements by relative importance. The thinking and discussion about that prioritization were of considerable value to each participant in clarifying the relative importance of competencies described for each role.

The third process outcome of project activities was evidenced in the self-assessment exercise. Participants were able to evaluate and compare their competency profiles with that of a composite group "ideal" profile. Consequently, they were able to determine the amount of congruence between their self-assessment and a norm provided by the ideal profile for their respective roles.

APPLICATIONS

In this section a brief examination is undertaken of the potential applications of the tools developed in the project. These applications are: performance assessment, role definition and role conflict reduction, program planning and needs assessment, research and development, and certification assessment. Each application and its subsequent function is described as follows:

Performance Assessment. The need for objectives, valid instruments, and methods of assessment of performance on the job is well know. In teaching and administration of educational programs, assessment is a difficult and time-consuming task and it is often conducted in ways which are counterproductive to improvement of performance. Using the competency-based approach employed in this project, a sequence of steps was followed involving the role encumbent and those associated with that role: (1) task areas were identified, and statements descriptive of principal competencies were written; (2) indicators of each competency were specified; (3) competency statements were validated in the field; (4) those occupying the role responded to each competency statement described in the ideal, so that a generalized "ideal" profile for each of four roles was produced; and (5) each role encumbent did a self assessment (actual rating) of his/her own performance and compared it to the ideal.

Table 9

School 1: Director of Community Education Program

High Ideal - High Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	62.6	9	1	65.8	3	1	65.1	8
2	61.9	7	2	64.9	8	2	64.7	9
3	60.2	8	3	62.3	7	3	63.8	3
4	60.1	3	4	61.7	10	4	61.5	10
			5	61.7	1	5	61.2	4

High Ideal - Low Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	60.3	2	1	61.8	2	1	60.9	2
2	58.9	1	2	60.1	11	2	59.8	1
3	57.1	4	3	59.8	9			

Low Ideal - High Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	56.8	12	1	58.4	5	1	59.6	11
2	55.9	5	2	57.3	12	2	58.4	7
						3	57.6	5

Low Ideal - Low Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	54.3	10	1	57.1	4	1	56.6	12
2	51.7	6	2	56.8	6	2	55.1	6
3	50.6	11						

Within the limitations of time and resources it was not possible to implement and test fully an assessment system as conceptualized; this work is proposed as a follow-on project. However, the procedure has been sufficiently clarified and the preliminary steps accomplished to describe how the procedure can be implemented.

In a given district the ideal statements should be examined for any "situation specific" conditions which might require an additional competency statement(s). Statements should be rated in the ideal form by superiors, by the role encumbent and by a sample of subordinates well in advance of the assessment period; this might be done best in a planning period prior to the school year. This rating, where differences occur, can provide data of potential role conflict and should be examined by all involved in the assessment process.

The assessment process begins with ratings by the encumbent and by others (superior, peers, and subordinates, as determined to be useful). Comparisons between groups and the role encumbent provide information about perceptions of performance. The assessment result described below is an example of this step in the assessment of a school director of a Community Education program.

> There is agreement in the placement of ratings of competencies represented by #8 and 3 in the High Ideal - High Real category, #2 in the High Ideal - Low Real Category, #5 in the Low Ideal - High Real Category, and #6 in the Low Ideal - Low Real. Competencies #8 and 3 are judged to be important and are judged to be done well. Competency #2 is judged to be important and not being done well. Competency #5 is judged to be of low importance and has received undue treatment. Competency #6 is judged to be of lesser importance and is being so treated.
>
> The Director and the Principal agree upon the rating of Competency #7 as High Ideal - High Real, and the Director and Teacher raters agree that Competency #9 is in that category. In this case, the Principal viewed #7 as important and receiving treatement while the teachers view #7 as relatively unimportant (see Category Low Ideal - High Real) and receiving undue treatment. Likewise the Teacher raters view #9 as important and being treated as such while the Principal views #9 as important and not being adequately treated. These competencies might well represent real conflict between teachers and principal expectations with the director caught in the middle trying to meet the expectations of both.
>
> Competencies #4 and 11 lack any agreement among raters while #8 represents a competency of concern because both Principal and Teachers see it as important and see it being treated as such. The Director sees it as being of low importance and not being treated as important.

Competencies rated and analyzed in this manner provide an objective, relatively emotion-free and data-based means of examining performance. From such analysis, planned improvement, role conflict, and role clarification problems can be identified and dealt with.

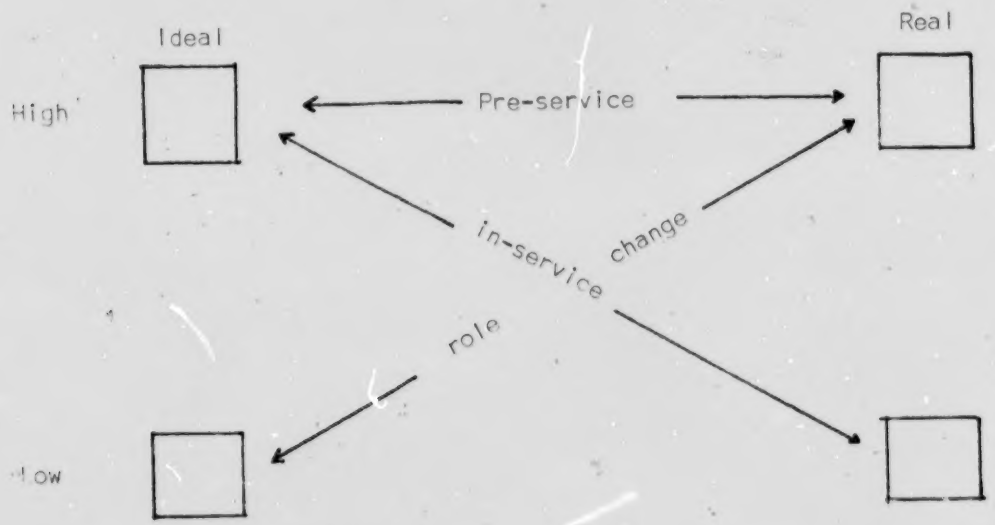
Role Definition and Clarification. The Ideal side of the Quadrant Assessment Model provides a means for defining and clarifying roles through the

analysis of role expectations by various groups. In the project, teams of administrators from districts met in groups both of those persons occupying similar roles and as those persons making up an administrative team. In this process, each role was examined and defined in competency terms; the competencies were then reacted to by the administrative team. In many cases, roles became defined specifically for the first time, instances of potential conflict were identified, and role clarification became possible. After roles are defined in the ideal, it is possible to proceed to performance assessment which then verifies role definitions and permits further clarification, as explained in the preceding section.

Need Assessment and Program Planning. The procedures employed in the project, and the analysis provided by the QAM, served as need assessment methodologies in two ways. First, within a district or school, performance assessment using competency ratings is a means for assessing the in-service needs of personnel. The procedures used in this way tie in-service directly to validated performance standards. Successive performance assessments in turn provide a means of evaluating in-service training effectiveness so that in-service methods can be altered in terms of needs.

The second way in which the project procedure can be used is on a wider scale. The project represents a means to conduct need assessment on a state-wide or regional basis. The QAM is reproduced here to indicate its use:

QUADRANT ASSESSMENT MODEL AS A
NEED ASSESSMENT DEVICE



High Ideal - High Real competencies can be assumed to be important competencies that are being performed in an adequate fashion by practitioners. These competencies are so important that anyone expecting to succeed should be able to perform them well. Therefore, those being trained in pre-service programs should be able to perform adequately in terms of these competencies upon completing pre-service training. Hence, pre-service training to be effective should produce individuals ready to perform these competencies effectively.

Competencies in the High Ideal - Low Real category represent those competencies which are important and which practitioners generally are not performing well. These competencies represent needs which can be satisifed in in-service or continuing education programs. Those who would effectively improve practice in the field would need to attend to improving performances in these competencies.

Competencies in the Low Ideal - High Real category represent those which are of low importance but which are receiving undue treatment by practitioners. These competencies represent needs to alter role perception and to rearrange job requirements. Both pre-service and in-service education needs to attend to these competencies in terms of altering perceptions of the role and in changing role requirements.

Research and Development. The procedures carried out by the project represent means by which research might be undertaken in role definition, performance assessment, program planning, need assessment and the like. Verification of results obtained, refinement of procedures, validation of effectiveness of the procedures all are legitimate areas of research. In addition the QAM and procedures for using it can play a significant role in research and development efforts. Competencies once identified and performance assessment conducted in this way lead on to research and development required to design training programs, to preparation and testing of materials for training, to design and to testing of techniques for conflict resolution, role clarification.

Certification Assessment. Certification of professional personnel is an area in which dissatisfaction is generally acknowledge. Among reasons for dissatisfaction are that criteria are unrelated to ability to perform in professional roles for which certification is required, that recertification requirements do not provide a means for identifying incompetence, and that certification does not take into account means of competence attainment other than formal course work.

Valid competency identification could free universities to provide training planned to promote competencies needed in performance in a professional role. Training and subsequent performance could be linked more directly to the realities of the field. Recertification, likewise, could be geared to performance assessment and training requirements identified by performance assessment. Granted that much research and development work would be required and that political questions surrounding certification need to be resolved, the QAM and the procedures piloted in this project represent a viable alternative to present certification requirements and procedures.

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